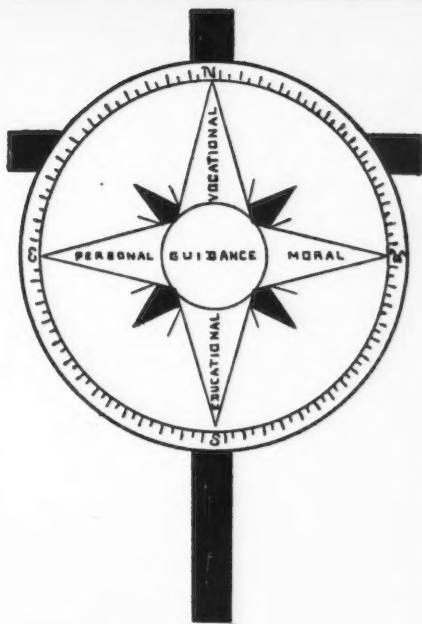


VOL. 1, No. 2



The Catholic Counselor

*An Organ of Communication for
Catholics in Guidance*

WINTER

1957

ARTICLES:

Training the Catholic Counselor	
William A. Kelly	2
Organizing a Catholic High School Guidance Program	
Brother Philip Harris, O.S.F.	6
The Philosophy of Group Guidance	
James J. Cribbin	12

FEATURES:

Editorial, William C. Cottle	1
Survey of Professional Preparation and Practices,	
William C. Cottle and Rev. Edwin Watson, O.S.B.	10
Catholic Counselor's Bookshelf, Daniel C. Sullivan	16
Research Review, Rev. James L. Hartnett	19
News Notes, Editor	20
Profiles of Catholics in Guidance, Vincent M. Murphy	22
Tips and Techniques, Sister Mary Estelle, S.S.N.D.	24
Reader's Forum, Editor	Inside Back Cover

ADVERTISERS:

Catholic University of America	9
McGraw-Hill Book Company	9
World Book Company	23
Bellman Publishing Company	24
Declan X. McMullen Co., Inc.	Back Cover

The Catholic Counselor

DEDICATED TO OUR LADY OF GOOD COUNSEL

PUBLISHED BY: The Catholic Guidance Council, 650 Grand Concourse, Bronx 51, N.Y. Subscription \$1. Published in Autumn, Winter, and Spring.

PURPOSE OF THE PUBLICATION: To act as an organ of communication for Catholics in the field of guidance. Specifically, the staff plans through THE CATHOLIC COUNSELOR (1) to develop knowledge and interest in Student Personnel Work in Catholic Institutions; (2) to serve as a forum of expression on the mutual problems of Catholics in counseling; (3) to foster the professional growth of Catholic guidance workers by membership in the A.P.G.A. and (4) to encourage cooperation among Catholic Guidance Councils on local and regional levels.

PUBLICATION STAFF: Editor, Brother Philip Harris, O.S.F., Ph.D., Director of Student Personnel, St. Francis College, Brooklyn; Asst. Editor, Rev. William J. McMahon, M.S., Director of Guidance, Cardinal Hayes H. S., Bronx; Business Manager, Rev. Urban Rupp, S.M., M.A., Director of Guidance, Holy Trinity H. S., Brooklyn.

FEATURE EDITORS: Dr. Daniel Sullivan, Prof. of Education, St. John's University; Sister Mary Estelle, S.S.N.D., Personnel Officer, Mount Mary College, Milwaukee; Mr. Philip Crisantiello, Counselor, St. Peter's College, Jersey City; Mr. Vincent M. Murphy, Director of Guidance, Canisius College, Buffalo. (Cover Design—John Drum, St. Francis College, B'klyn.)

EDITORIAL BOARD: Dr. William C. Cottle, Director of Guidance Center, University of Kansas; Dr. James J. Cribbin, Assoc. Prof. of Education, Fordham University; Prof. Edward V. Daubner, Asst. Prof. of Education, Loyola College, Baltimore; Brother J. M. Egan, Director of Student Personnel Services, Iona College, and President, Catholic H. S. Guidance Council; Dr. Genevieve P. Hunter, Director Archdiocesan Vocational Services, N. Y.; Sister M. Teresa Gertrude Murray, O.S.B., Director of Guidance Services, Seton Hall University.

All advertising inquiries or checks are to be directed to the Business Manager, Reverend Urban Rupp, S. M., 140 Montrose Avenue, Brooklyn, New York. Telephone: EV. 7-1364 or EV. 7-7910

Send manuscripts to the Editor at St. Francis College, Brooklyn 31, New York.

2
3
2
0
3
9
0
2
4
r
9
9
3
4
r
-

e,
t:
n
s
d
e
l-
s
g

-
r,
es
or

's
y
l.
us
)
r,
n,
n,
r-
ce
al
of

r,
k.

k.



Editorial:

Participation of Catholics in Professional Guidance Meetings

Catholics working in the field of guidance and counseling psychology have much to contribute to their non-Catholic colleagues and to the development of the profession. For this reason they should seek every opportunity to participate in professional meetings and to invite non-Catholic colleagues to participate in their meetings.

The Catholic can impress upon the profession the need for helping individuals solve their problems in terms of physical, mental and spiritual phases, if the person is to live a fuller life and be able to give his utmost to job, family and community. Here emphasis on the importance of the individual and his freedom to make choices can help to explain good guidance practices, as well as the Catholic viewpoint. By presenting this to others the Catholic strengthens his religion as he advances his profession. By limiting contacts with non-Catholic colleagues, the Catholic limits their professional outlook as well as his own. They are permitted to develop erroneous and unflattering concepts of the Catholic approach to guidance and counseling, while the Catholic loses many chances to advance his work and his church through these limited contacts with others. Catholics do not have a monopoly on all the good ideas. We can learn from our non-Catholic friends.

It is not enough, therefore, that we belong to the National Catholic Education Association, the American Catholic Psychological Association, or a local Catholic Guidance Council. We need to participate in meetings of the American Personnel and Guidance Association, or the American Psychological Association, or a local branch of APGA or one of its divisions. Only in this way can we show a true professional interest which gives to our colleagues, as well as to ourselves, an interest which envisages a cooperative approach to common problems in the field of guidance and counseling psychology. Be a Catholic counselor who grows!

WILLIAM C. COTTLE, Ph.D.

Editorial Board Member

AN EDITOR'S PLEA

Please send articles, news items, and research abstracts for THE CATHOLIC COUNSELOR. Only by your contributions can we maintain BALANCE—in source, in tone, in topic, and in level; (we welcome material on ALL levels of Catholic education). PLEASE DON'T PUT THIS OFF (the Editor is running out of friends who will oblige with manuscripts). The first issue explained the procedure for contributing articles.

Training the Catholic Counselor

William A. Kelly, School of Education, Fordham University

MODERN man's interest in the discovery and utilization of knowledge concerning himself seems to indicate that psychology may well emerge as the decisive science of the Twentieth Century. Through its research resources, scientific psychology has endeavored to study and describe human personality. It has provided a framework of concepts, principles and facts which endeavor to explain man's mental life and behavior, as well as his relations with fellowmen and his adjustments to his environment. Its purpose is to predict and to control human behavior in-so-far-as such prediction and control are possible in order to facilitate adjustment to the complexities of environment and to the situations and problems of life. The technological advances made in scientific psychology have opened vast opportunities for the practical application of psychological knowledge and techniques, especially in education.

GUIDANCE AS APPLIED PSYCHOLOGY

Among the most significant areas in education for such application is guidance which involves the appraisal of the abilities, needs and interests of the individual pupil in order to aid him in formulating plans for realizing his capabilities, to counsel him concerning his problems, to assist

Dr. Kelly, chairman of the Guidance and Psychology Division at Fordham's School of Education, is perhaps best known for his two books on child and educational psychology. The former president of the American Catholic Psychological Association presents here an ideal to be striven for in the training of Catholic counselors.

him in making the decisions and adjustments which will promote his well being in school, in life and eternity.

Guidance in the school situation involves a variety of responsibilities including individual counseling and group activities with pupils, as well as coordinative and administrative functions. It is evident then that more than general information and good will are required on the part of the school counselor. In order to function in a competent manner the school counselor must be a well-equipped and qualified person possessing a sound background of professional training in education, experience in teaching, and technical preparation in the field of guidance.

An increased recognition of guidance as a function of the school and the need for trained personnel to carry out this function have resulted in a definite trend toward certification. At least twenty-one states have established educational and technical qualifications for the certification of school counselors. In addition the National Vocational Guidance Association, the United States Office of Education and the Division of Counseling Psychology of the American Psychological Association have also made suggestions regarding the training of the counselor. These suggestions represent the views of professional leaders in the field and may serve as guides for developing an adequate program for training counselors.

BASIC COUNSELOR PREPARATION

Presuming that an individual possesses such personal qualifications as interest in pupils' problems, objectivity in judgement, self confidence,

emotional stability and ability to inspire—all of which play important roles in the work and achievement of the school counselor—the individual is ready for guidance training. The professional and technical preparation must be determined by the nature of the tasks in which the counselor engages, by the functions and responsibilities entailed in the process of guidance, by the basic needs of the pupils counseled and by the areas in which problems arise. The nature of the counselor's task and the functions and responsibilities entailed in guidance call for training in both educational and psychological areas.

Since guidance is intimately related to the instructoral program, the counselor requires an adequate understanding of the educative process and of school conditions. He should be trained and certified first as a teacher, and should have a minimum of one year of teaching experience.

Since guidance is concerned fundamentally with the all-round development of the individual pupil, with his capabilities, potentialities, needs, interests, aptitudes, purposes, and experiences, it seems evident that a most valuable aid to the counselor in carrying out his functions and in fulfilling his responsibilities, is a comprehensive and functional understanding of several aspects of psychology in order to help pupils achieve their academic, vocational and personal aims. This will embody the basic psychological principles which will provide a correct and thoroughly scientific knowledge of personality, an insight into the process of growth and development, an understanding of the nature and conditions of learning, an appreciation of the significance of individual differences, a familiarity with the precise instruments of measurement and evaluation, an awareness of the importance of ad-

justment, and a recognition of the necessity for the proper formation of character.

ADDITIONS FOR CATHOLIC COUNSELORS

While considering what constitutes an adequate fundamental preparation for those who assume guidance responsibilities, it would be well to turn attention to the basic factor which will determine the interpretation given to guidance. This factor is the concept which the counselor holds concerning the nature and destiny of man, the meaning and purpose of life. It is axiomatic that guidance can be satisfactory only in so far as it is in conformity with the nature of the one guided. Accordingly, it is essential that the Catholic counselor have a correct understanding of the nature and dignity of man as a being composed of body and soul, endowed with an intellect and free will, responsible for his actions and destined for an eternal life. This concept of man will determine the features to be taken into consideration and emphasized so that guidance will be in conformity with the nature of the pupil, with the purpose and goal of his existence. Consequently, the basic element in the background preparation of the Catholic counselor must be the formulation of a philosophy of life and of education in terms of which guidance responsibilities may be related to the whole of Christian education for life. The essence of this philosophy is the insistence upon the principle that spiritual interests cannot be divorced from educational, intellectual and vocational interests. Thus, the foundation of the Catholic counselor's preparation must be a sound training in Thomistic philosophy which will supply the unchanging directive principles in terms of which the objectives of guidance may

be established.

PROFESSIONAL TECHNICAL TRAINING

While preparation in education and psychology integrated in terms of Thomistic philosophy constitutes the background essential for the Catholic counselor in the school situation, professional technical training in guidance is also required to insure the development of the competencies necessary to carry out the responsibilities of guidance. This professional technical training involves work at the graduate level and leads to attainment of the master's degree. It is determined by the knowledge and skills which are requisites for assisting and directing the individual pupil so that his abilities are recognized; his needs, met; his interests, understood. The purposes of this training are to develop a systematic view of the field, and to enable the school counselor to use effectively the devices and methods by means of which guidance activities are initiated and carried into practice. The core of such a program at the graduate level consists of three basic technical courses: Principles and Procedures of Guidance, Understanding the Individual, and Mental Hygiene, preferably in that order. Principles and Procedures of Guidance is the basic orientation course in the field. It presents the philosophical assumptions and principles underlying good guidance; an historical development including the place and scope of guidance; the components of a guidance program. Understanding the Individual is a course designed to provide essential information concerning personality organization and development as well as the ways and means of studying such dynamics of behavior as: the pupil's backgrounds, abilities, attitudes, interests and leisure time activities in order to assist

him to understand himself and his problems. Closely related to this is the course on Mental Hygiene which involves a systematic study and application to guidance situations of the principles governing wholesome adjustment during childhood and adolescence. This course will be extremely helpful to the school counselor in understanding and meeting the multitude of problems which interfere with the effective development of personality and character.

These fundamental technical courses should be followed by a series of four specific courses designed to develop technical competence. These are in order: The Techniques of Counseling, Measurement and Appraisal for Counselors, Organization and Use of Educational and Vocational Information, and the Organization and Conduct of a Guidance Program. The first of these courses provides an acquaintanceship with the various techniques employed in guidance including the interview, observation, rating scales, autobiography and the ways of integrating and employing the information received through the various techniques. The second specific course presents a survey of the psychological tests and devices for appraisal and evaluation employed in guidance situations and seeks to provide skill in interpretation of these tests and devices. The third course in this series is concerned with imparting an extensive knowledge of sources of materials concerning educational facilities and occupations; an analysis and critical evaluation of these materials and the techniques of presenting such information to pupils individually and also in group situations. The last course in this sequence is concerned with an overview of the necessary steps involved in the organization of a guidance

program and the determination of the responsibilities of the counselor, as well as the supervision of the program and the methods of relating it to community situations.

ADVISABLE EXTRA EDUCATION

While such a background of professional and technical preparation should equip a Catholic counselor reasonably well to initiate and carry out guidance activities, it would be advisable to continue the technical training beyond the level of the master's degree. This may be accomplished through the so-called Sixth Year Program which is becoming increasingly available at Catholic universities, or a well-planned doctorate program. The Sixth Year Program involves specialization beyond the master's but short of the doctoral level, usually a minimum of thirty points of course work for which a diploma or certificate of advanced study is awarded. The doctoral program involves in addition to course work independent research and a dissertation.

Training at the post-master's level would include supervised field work and advanced courses of the seminar practicum and workshop type in such aspects of guidance as: the Practice of Counseling, Measurement and Appraisal including Statistics, Case Conference Techniques, Group Dynamics, Human Relations, Community Agencies, Follow-up and Placement, Family Relationships and the Theories of Counseling, together with courses in learning, social and clinical psychology.

In addition, attendance at and participation in Institutes on various phases of guidance will be of value in aiding the school counselor to keep informed of the developments taking place within the field.

The American Personnel and Guidance Association is your professional guidance organization. Write for information on the publications listed below or on joining the A.P.G.A. and its affiliate groups: 1534 "O" Street, N.W. Washington 5, D.C.

The Personnel and Guidance Journal—\$7.00 a yr.
Official magazine of the Association, published monthly, September through May

The Vocational Guidance Quarterly—\$2.00 a yr.
Published quarterly by the National Vocational Guidance Association

The School Counselor—\$1.50 a yr.
Published quarterly by the American School Counselor Association

Personnel-O-Gram—\$1.00 a yr.
Published three times a year by the American College Personnel Association

Directory of Counseling Agencies—\$1.00 a yr.
Approved list of agencies published by the Committee on Professional Standards of APGA, biennial

How to Visit Colleges*—\$.25

How to Create Your Career*—\$.30
Handbooks for students, teachers, and parents, prepared by the Public Information and Professional Relations Committee of NVGA

NVGA Bibliography of Current Occupational Literature—\$1.00
Evaluated list of recent occupational information prepared by the Guidance Information Review Service of NVGA

Counselor Preparation \$.50
Manual on the preparation of counselors, prepared by NVGA

Rehabilitation Counselor Preparation*—\$1.00
Training needs of rehabilitation counselors, prepared by NVGA and the National Rehabilitation Association

Job Analyses of Educational Personnel Workers—\$.20
Interim report by the Study Commission of the Council of Guidance and Personnel Associations

*Quantity prices available

ORGANIZING A CATHOLIC HIGH SCHOOL GUIDANCE PROGRAM

Brother Philip Harris, O.S.F., St. Francis College, Brooklyn

IT SHOULDN'T be necessary here to prove why a guidance service is essential today in every Catholic high school, regardless of size. Nor should lack of funds, space, and trained guidance personnel discourage or excuse the Catholic high school administrator from fostering such a personnel service. The important thing, if you do not have a guidance department or if it is inefficient, is to begin thinking about the problem, developing realistic plans with the help of the school staff, and then making some efforts in the right direction.

The outline presented in this article is for a fifteen point program, arranged in order of importance; it will require extensive adaptation to fit the individual needs of different schools.

1) **Someone must be appointed** by a provincial, principal, or Faculty Guidance Committee to organize and co-ordinate all guidance activities for the school. The individual must be given clear-cut authority to do this, while possessing himself qualities of tact and understanding. He must be well-balanced in his approach to life and personable, one capable of gaining the confidence of youth. He should not be responsible for spirit-

ual direction or discipline within the school.

Ideally, this person should be trained in guidance, but if such an individual cannot be found, then seek one **capable** of educating himself in guidance practices and procedures. This learning might range from university or inservice courses to reading about guidance techniques or interviewing people already in the field. Sometimes it is possible for a diocese or religious community to employ one trained specialist to co-ordinate the guidance services in several schools.

The ultimate aim of this guidance director or counselor is to obtain the support and cooperation of the administration and faculty for the guidance viewpoint, but his immediate goal will be to "sell" the students, principally by providing the guidance services that they need and appreciate.

2) **The Guidance Service or Department** of which this person is chairman **must have a philosophy** behind its policies and efforts. Based on the philosophy of Catholic education and the sacredness of the individual, it should have as its purpose to assist the student with his educational, vocational, personal, and social problems, so that he will successfully adjust to both school and life. Fundamentally, it should seek to aid the pupil to be and to do here what God expects of him, so that he may gain the hereafter. The guidance office should maintain an "open-door" policy where a student can get

The author shows one method, step by step, in formulating a modern guidance service. He formerly was Guidance Director at St. Francis Preparatory School, Brooklyn, where he organized and developed the Guidance Department.

a sympathetic, unprejudiced, and understanding hearing with no fear of receiving lectures, sermons, or punishment.

3) **The Guidance Director must have time free for guidance.** Depending on the size of the school, this may vary from a few periods to a full day devoted to guidance activities. He should not be encumbered with all kinds of "extra" duties, like bookstore, monitor, or cafeteria. The more time given him for guidance, the more extra time of his own he will invariably give to student personnel work. In the long run, both pupils and parents will appreciate this fact.

4) **The Guidance Director or counselor must have a place to function in**—a room which provides privacy and student comfort in an atmosphere where real counseling can be effective. This room should be accessible to students, preferably near the main office records; a waiting room and storage facilities are necessary.

5) **The Guidance Department must have some forms and records designed for its services**—a cumulative or personnel folder, an appointment card or guidance pass, a referral slip for teachers, a report form to parents to follow-up on interviews, a form postal card requesting free guidance or occupational information, etc.

6) **The Guidance Director must determine, in the beginning, to whom the counseling emphasis will be directed.** Since initially he cannot possibly reach everyone for counseling, he should limit the interviewing procedure to those most in need. While all students are welcome at any time at their request or on referral from a teacher, he should systematically begin individual interviews with all seniors, scholastic failures and freshmen.

Such interviews usually would not be longer than a half hour, and might involve an evaluation of the student scholastic and guidance test record, as well as an analysis of the pupil's educational and vocational plans. The efficiency of these interviews could be increased if the students were first privately interviewed by a class "student counselor" or "homeroom teacher." These individuals may not be guidance specialists but they can screen students with problems to the guidance director, and provide insight into the pupil's character and potentialities.

7) **The Guidance Director must plan some group guidance or homeroom program** which prepares the student for individual counseling and provides him with data which can be developed in the interview. Group counseling permits the greatest number of students to benefit by guidance concepts and information. It may be done by interested teachers who are appointed to homeroom classes. However, they must be given a syllabus or guidance textbook with which to work. Again, a guidance director and an assistant might conduct weekly or bi-monthly guidance classes throughout the school (for example, in place of a study period once a week or every other week).

8) **The Guidance Service should secure educational or occupational literature** for distribution on a free or loan basis. This material may be kept in a Career File or on shelves in the guidance office, library, or class room. Since much of this is free or inexpensive, a Guidance Club could be formed to send for it, process it, store and maintain it. Units can be developed in English, Religion, or Social Studies classes which would utilize this information for reports.

9) **The Guidance Department must develop a standardized testing program** for the school which includes aptitude, interest, and achievement tests, as well as personal check-lists. Some would be incorporated into a group testing which could easily be administered during the regular examination period, while others would be available on an individual basis as the need arises. Every student should receive this minimum testing program—two multiple factor intelligence tests, a scholastic aptitude test, a reading test, an interest inventory, and if possible, a problem check-list and achievement battery. The results of these tests must be discussed with the students and reported in varying degrees to teachers and parents.

10) **The Guidance Service should endeavor to aid parents** in the guidance of their offspring. This can be done by sending reports and bulletins to the home, by encouraging parents to discuss privately the problems they have with their child, and by fostering parent-teacher meetings. A Parent Forum is a very successful technique for discussing the educational, vocational, social emotional, and moral guidance of youngsters; it consists in a frank talk by one or two experts on one aspect of youth guidance, followed by parental discussion of the points.

11) **The Guidance Service must sponsor special guidance events** for the student body. If spiritual and religious vocational guidance is one aspect of your guidance program, then it might include First Friday devotions, annual retreat, senior closed retreat, vocation month forum and exhibit, and the like.

The personnel program should have an "Orientation Week" whereby new

freshmen are welcomed into the school, and it should include a series of career conferences for upper class students. Some prefer to combine the latter into a Career Day or Career Week at which guests present occupational information about their fields.

Juniors and Seniors should also have the benefit of a College Night or Educational Forum which highlights the various opportunities for post-graduate education by inviting representatives from colleges, junior colleges, and technical institutes to answer questions. This same student group would benefit by a pre-induction course or Pre-military Day which emphasizes the opportunities for commissions and technical training in the Service, their duties as citizens, and the dangers and aids present to the Catholic serviceman or woman.

12) **The Guidance Service must realistically attempt to solve the reading and study habit problems.** Reading improvement training should be encouraged, particularly for freshmen, while bulletins and lectures on correct study habits should be offered.

13) **The Guidance Department may assist with job placement.** This aid might be centered on seniors who are graduating or be extended to the other students in need of Christmas, summer, and part-time jobs. It would include circulating potential employees, filling out job-order cards, screening job applicants, providing introduction cards, and checking on the job progress of your students. This effort might also result in a community job survey and an alumni follow-up. The ideal would be for the guidance office to follow-up each class through questionnaire at least once every three years.

14). The Guidance Service must facilitate the work of the administration and faculty. This will happen automatically if first-rate guidance is provided for the students. However, test reports, teacher guidance bulletins, and similar procedures can be of direct assistance to the faculty. By helping teachers to understand the pupils and to present the occupational relationship of the subject matter, their task is made easier. The findings of the guidance counselors may help also to cause improvements in the curriculum and lead to more effective learning.

15) The Guidance Service must practice good public relations. First, within the school, by the attitude and actions of counselors toward teachers and students. Little things like publishing a student handbook or a guidance column in the school paper can help to improve these relations.

The guidance department must also maintain close contact with community agencies to which counselors may often have to make student referrals (i.e., for financial or health aid, psychological testing and counseling, job placement). If adequate publicity is given to the various projects and events of the personnel service, both parents and the public at large will better appreciate the school's efforts and contributions.

INFORMATION EXCHANGED ON CATHOLIC GUIDANCE PERSONNEL

THE CATHOLIC COUNSELOR is willing to act as a clearinghouse of information for Catholic guidance specialists seeking employment in Catholic institutions, or for Catholic administrators who seek such counselors for positions in their school or agency.

Many Catholic colleges, universities, or religious communities may wish outstanding Catholic guidance experts for lecturing or to conduct workshops during the coming summer session. This publication would be happy to serve as a mutual exchange for both the "employer or the potential employee."

Serving Business Education Through Publishing

The Gregg Publishing Division, McGraw-Hill Book Company, Inc., offers a complete program of textbooks, learning aids, and supplies for all educational levels: secondary schools, business schools, colleges, and universities. Authorship, design, and production are directed toward maximum efficiency and teaching ease in the field of modern business education.

Gregg Publishing Division McGraw-Hill Book Company, Inc.

New York
San Francisco

Chicago
Dallas

THE CATHOLIC UNIVERSITY OF AMERICA

4th & MICHIGAN AVE., N.E.

WASHINGTON 17, D.C.

National Pontifical University in the Nation's Capital
Open to Men and Women

Undergraduate programs in arts and sciences, engineering and architecture, law and nursing. Pre-medical, pre-dental and pre-law programs available.

Graduate programs in arts and sciences, social sciences, engineering, social work, nursing and ecclesiastical studies.

Air Force ROTC

For information address The Registrar, Dept. C. C.

If you did not receive this questionnaire, return immediately to Wm. C. Cottle, 116 Bailey Hall, University of Kansas, Lawrence.

SURVEY OF PROFESSIONAL PREPARATION and PRACTICES of CATHOLICS in the FIELD of GUIDANCE and COUNSELING PSYCHOLOGY

- A. Name of School _____ B. Address _____
C. Type of School: DIOCESAN___; PAROCHIAL___; PRIV.___: PUBLIC___;
D. Type of Pupils: CO-ED___; ONLY BOYS___; ONLY GIRLS___;
E. Level of School: HIGH SCHOOL___; COLLEGE___;
F. Do you have an organized program of Counseling & Guidance Service?
YES () NO ()

If you answered "YES" to "F" above, please have this form completed by the person in charge of Guidance Services. If you checked "NO" to "F" please return this now.

I. BACKGROUND OF COUNSELOR

- A. NAME _____ SEX _____
B. JOB TITLE _____
C. Please check the items which describe you:
1. I am a _____ religious. Name order _____
_____ diocesan priest. _____ Catholic layman or woman.
_____ non-Catholic.
2. I am a member of the following organizations:
_____ National Catholic Education Association.
_____ American Personnel & Guidance Association.
_____ American School Counselors Association.
_____ National Vocational Guidance Association.
_____ American College Personnel Association.
_____ American Psychological Association.
_____ American Catholic Psychological Association.
_____ My state or local guidance association.
_____ Other (list) _____
3. Our state requires certification of school counselors. Yes () No ()
4. I meet state counselor certification requirements. Yes () No ()
5. I have _____ graduate semesters hours in guidance and counseling.
The school at which most of these courses were taken is _____
6. I have a _____ degree in _____ (Highest degree
earned and major area.)
7. I spend about _____ hours per week in guidance and counseling
activities.

II. NATURE OF PROGRAM

During time spent on counseling and guidance do you:

- A. Collect and organize information about specific individuals?
Yes () No ()
Through use of tests of: _____ Intelligence?
_____ Personality? _____ School Achievement
_____ Special aptitude? _____ Vocational interest?
Through other school or community sources? Yes () No ()
B. Counsel with students in a one-to-one office interview?
Yes () No ()
C. Maintain an information service covering: Yes () No ()
_____ Occupational and industrial information?
_____ Educational and training information?
_____ Socio-economic and cultural information?
_____ Referral sources?
D. Conduct a school and job placement service covering: Yes () No ()
_____ Orientation and school placement of a specific pupil?
_____ Placement in extra-class activities?

Curricular placements? _____ Permanent employment?
Temporary job placement? _____ Organized followup of placement services?
_____ Other _____?

E. Carry out any research, such as:

_____ Followup of graduates and dropouts?

_____ Community surveys?

_____ Other special studies of pupils? _____

III. At the American Personnel and Guidance Association meetings in Chicago (1955) and Washington, D. C. (1956) an informal meeting of Catholics in the organization was held. It was the opinion of the APGA and NVGA Presidents that this would be better than a formal organization of Catholics in this field. They are willing that such an informal meeting be held also at APGA in Detroit in the spring of 1957. These questions then occur:

1. Is a special publication needed to serve as an organ of communication among Catholics in this field?

2. Would you subscribe to such a publication? Yes () No ()

3. Are there sufficient differences in the problems Catholics encounter in the field of Guidance and Counseling Psychology to warrant a separate meeting for Catholics at APGA each year? Yes () No ()

4. Would an informal meeting be sufficient? Yes () No ()

5. Does this difference warrant a separate organization of Catholics in Guidance and Counseling Psychology? Yes () No ()

If so, which of these options would you prefer?

_____ A formal organization paralleling APGA and meeting with it similar to the American Catholic Psychological Association and the American Psychological Association.

_____ A guidance and personnel section in the National Catholic Education Association.

_____ A loose association of local and/or diocesan Catholic Guidance Councils with a national planning council to act as a clearing house.

Other suggestions: _____

Do you plan to attend APGA meetings at Detroit in April, 1957?

Yes () No ()

ARE YOU PLANNING TO ATTEND

**the Meeting of Catholic Counselors
at the A.P.G.A. Convention ???**

WHEN: Sunday, April 14th at 3 P.M.

**WHERE: University of Detroit
Student Union Ballroom
McNichols at Livernois St.,
Detroit 21, Michigan**

**Who: Rev. Charles Curran, Loyola University
Sister Mary Estelle, S.S.N.D., Mount Mary College
Dr. James J. Cribbin, Fordham University**

What: IMPROVING COUNSELING SERVICES IN CATHOLIC EDUCATION

**Why: To get your thoughts provoked, and to join with your coworkers
in discussing mutual problems.**

**For further information contact, Prof. Edward Daubner, Loyola College,
Baltimore 10, Maryland.**

The PHILOSOPHY of GROUP GUIDANCE

James J. Cribbin, School of Education, Fordham University

THE NATURE OF GROUP GUIDANCE

"Group Guidance" means different things to different people. Some think of it primarily in terms of the homeroom, or occupational information courses, or orientation; still others interpret it in terms of core curriculum experiences, co-curricular programs, or group counseling.

Actually, it includes all of these educational activities, because all have the following characteristics: (1) they deal with students in groups, a group consisting of any collection of individuals who have an explicit psychological relationship to each other; (2) they tend to emphasize the total development of the student, particularly his personal and social development, rather than merely his intellectual growth; (3) they are more geared to the present and future problems of the adolescent than to the wisdom of the ages; (4) they emphasize student interest, initiative and participation more than teacher domination and direction; (5) they provide for organized discussions and projects to a degree that is rarely possible in the typical classroom; (6) they allow for a maximum of teacher guidance and a minimum of teacher grading; (7) they are carried on in a far more permissive at-

mosphere than that which characterizes the usual classroom; (8) they have their origins in class experiences and then return to enrich them; as such, they supplement the students' formal academic education with the informal education of guidance.

THE NEED FOR GROUP GUIDANCE

The need for group guidance has a five-fold basis:

1. **The Nature of the pupil:** Man is by nature a social being. He cannot, therefore, attain to the fullness of his humanity except by active participation in the groups of which he is a member. In the light of this, group guidance is not only desirable but necessary. Since the group is for every individual (a) a cause, (b) a contributing factor, (c) an occasion, or (d) an environmental source of many of his difficulties, no pupil can any more hope to solve all of his problems through counseling than a penitent can hope to save his soul in the confessional. As the latter must work out his salvation in the world, so the former must perfect himself in the various groups to which he belongs.

Many other aspects of the student's personality also require some form of group guidance in the school. The adolescent's ideas, ideals, and attitudes are largely determined by the mores of the groups to which he gives allegiance, for few things are more important to him than the opinions of his peers. Moreover, his attitudes towards himself are, in great part, a by-product of the evaluations which groups of people have passed on him.

The Director of the Guidance Institute held annually at Fordham University presents for the first time a case for group guidance in Catholic schools and colleges. This article represents a chapter of the Teacher's Handbook for ITS YOUR LIFE, a group guidance text for Catholic teenagers on which Dr. Cribbin is collaborating.

In addition, the satisfaction of certain fundamental psychological needs is best secured through the mastery of those social skills which a group guidance program seeks to develop. Everyone yearns to rest secure in the knowledge that he is respected and loved by his equals; that he "fits in and belongs" to certain valued groups on which he not only can rely for friendship, emotional support and help but also to which he can make a welcomed contribution of service because he is needed.

2. The philosophy of modern education: The education of the "whole man" is a true but threadbare cliché. Since one learns what he lives, the opportunities offered by a group guidance program for shared thinking and mutual assistance in problem-solving is one of the most profitable learning experiences provided by the school. Since one learns by doing, group guidance, by arranging for practice in dealing with realistic situations, can greatly help the student to learn cooperation rather than mere competition and to become increasingly sensitive to the feelings of others. Since one must apply what he has learned, group guidance facilitates the pupil's efforts to master the communication skills of attentive listening, confident self-expression, discussion, and critical evaluation.

Modern Catholic education is a blend of the individual and the social, of tradition and progress, for time and eternity. Even if one grants that the Christian way of improving the group is primarily through the improvement of each individual, it is evident that people in groups often act differently than they do as individuals. Group guidance can teach the pupil not only the dangers of being precipitated into premature action by group pressures but also tech-

niques for redirecting or at least resisting such pressures. It is no less true that group learning is at times more effective than individual learning even as group action is more potent than individual action. Nor can it be denied that frequently the satisfaction resulting from successful "teamwork" outweighs that derived from an individual *tour de force*. If Catholic education represents a balance of the ego-centered and the other-centered, of the democratic and the theocratic, then group guidance has a place in its program.

3. The teaching-learning process: The principles of the teaching-learning process may be summarized as follows: (a) the teacher must present material that is meaningful to the learner, because his intellect is made for truth; (2) the teacher must present what is important for the learner, because there is no other way of securing his fully-willed cooperation; (3) the teacher must present material which fosters the all-round development of the learner, because he is a complex being who must play many roles in life; (4) the learner must be motivated and actively engaged in the learning process; (5) teacher and learner must work coordinately for a common end, the improvement of the learner; (6) the role of the teacher is that of friend, leader, guide, and servant; that of the learner is to be responsive to direction, active in learning, and diligent in relating what is learned to the realities of life.

Group guidance meets all of these criteria. It deals with what is meaningful to pupils, because it is oriented about their present and future life problems. It considers what is important, because much of the students' future happiness depends on the success with which they solve

these problems. It promotes the all-round development of the pupils, because it fosters their educational, vocational, personal, social, and spiritual growth. It is high in motivational value, because it is geared to the pressing problems of youth. It enables the teacher and students to work cooperatively, because it allows for the free interchange of ideas with a minimum of evaluation and discipline; consequently, it permits the teacher to be a friend and guide, while allowing the students to think for themselves free from all competitive pass-fail anxiety.

4. The democratic process: A group guidance program can serve not only as a microcosm of adult society but also as a laboratory of human relation. The ability to live a Christian life in a democracy is not a gift of the Holy Ghost; it must be learned. In a democracy each citizen must have a reverence for the rights of others. He must respect the ideas of others, while clinging to his own hierarchy of loyalties. He must live amicably with those who differ from him, but not by compromising principle nor by losing his identity as a person.

As a citizen, the pupil must learn to lead wisely and follow intelligently, to subordinate self-interests to the success of the group, to master the ways of cooperative thinking and living in an interdependent society. He must develop a rational independence rather than drift with the crowd. He must learn to express his honest convictions without either timidity or belligerence. He must respect the opinions of the minority and protect them from the coercion of the majority. He must grow in patience in working out solutions to problems with a view to winning consensus rather than merely triumph-

ing with a majority vote. He must increase his own-self-understanding as well as his understanding of others. To the attainment of these objectives group guidance can make a significant contribution.

5. The responsibility of the student as a Catholic: Catholics represent a minority group in America. They have certain rights which are safeguarded by law. They have other rights the full enjoyment of which can be secured only with the consent and goodwill of majority opinion, a case in point being government aid to students as citizens as distinguished from government aid to Catholic education as such. Finally, they have true ideas which they must present in such a manner as to persuade just men to give them a fair hearing so that they may prove the validity of these beliefs.

Two facts are therefore evident. Catholics are subject to all the psychological reactions to which all other minorities are prone. Perhaps the most harmful of these reactions is a tendency to close ranks and insulate themselves from non-Catholics, to develop what has been, somewhat unfairly, termed a "ghetto mentality." The second fact has reference to the student. The pupil is not expected to isolate himself from the main streams of American life but to influence their flow in the direction of good. He is expected neither to battle non-Catholics "tooth and claw", nor to cut the lines of communication with them. On the contrary, he is expected to keep these channels open, so that the truths he espouses may receive the consideration they deserve. He is no more asked to be perpetually pugnacious than he is expected to be constantly defensive. Our Lord engaged in relatively few debates. He lived among His people and went about

doing good. The student is not expected to defend his Faith daily; he is expected to live daily in such a way as to draw others through him to Christ. A good group guidance program can help him learn the interpersonal skills and techniques which will make his concern for the welfare of all men both effective and fruitful.

THE OBJECTIVES OF GROUP GUIDANCE

Every statement of needs implicitly contains the objectives of any program which is instituted to meet these needs. It is no different with respect to group guidance. The ends of group guidance, therefore, are the following:

1. To help the student satisfy his need for acceptance, security, affection, and a sense of service at a time when such help is most needed, in that no man's land called adolescence.

2. To contribute to the balanced development of the student by assisting him in solving his educational, vocational, social, personal, and spiritual problems.

3. To increase his self-insight and self-understanding.

4. To increase his understanding of others, his sensitivity to their feelings, and his respect for their convictions, even when he cannot agree with these convictions.

5. To help the student learn the cooperative ways of democracy in shared responsibility and shared satisfaction at success, in mutual assistance and concern for the good of all.

6. To provide a laboratory of human relations by giving the pupil practice in working coordinately with others on problems and projects of common interest.

7. To help the student learn the communication skills of attentive

listening, confident self-expression, and critical evaluation of ideas.

8. To facilitate the student's efforts to learn wise leadership and intelligent followship, to fulfill assigned roles and to shift roles according to the changing conditions of the group.

9. To increase the student's rational independence of irrational group pressures, his patience in reaching agreement on a basis of consensus rather than majority vote, and his self-discipline for the greater good of the group without compromise of principles.

10. To help the pupil respect the opinions of the minority and to struggle, in justice, that such opinions may be given a fair hearing.

11. To increase the student's capacity for being friendly and helpful, thus maximizing his potentiality for good in his community.

12. To help the student develop those interpersonal skills which may make his life as a Christopher both effective and fruitful.

GROUP GUIDANCE AND COUNSELING

Group guidance (working with students in groups) and counseling (working with individual students) are complementary aspects of the pupil personnel program. Often a student's behavior in his group activities is an indication to the observant teacher or activity moderator of his need for the more personalized help which is provided in counseling. In this way, a group guidance program can help the counselor avoid that bane of his existence, "missing those students who are most in need of his assistance."

Group guidance can facilitate the counselor's efforts in other ways as well. The discussions and projects can serve to focus the student's attention

on the importance of solving problems which heretofore they have ignored, and thus stimulate them to seek counseling. In other instances, pupils who may have considered all their difficulties as being resolved can be brought to realize by means of group guidance activities the inadequacy of some of these solutions. The counselor can then help them to arrive at more realistic answers.

Some pupils hesitate to approach the counselor about this or that particular difficulty. The reassurance they derive from group discussions that they are not the only ones with such problems makes it easier for them to seek individual help. If group guidance can abet counseling by seeing to it that those who need individual assistance receive it, it can be no less helpful in contributing to the effectiveness of the counseling process.

At times membership in an appropriate group activity may well be the first step in resolving the pupil's dilemma; at other times, the feeling of success obtained in the controlled environment of a group guidance activity can serve to encourage him to continue counseling; in every instance, groups provide the proving ground for testing the effectiveness of the insights and plans which have been gained in counseling.

Since, therefore, group work and counseling are but obverse sides of the coin of guidance, it is no exaggeration to state that counseling without group work is as useless as group work without counseling.

Catholic Counselors Book Shelf

Daniel C. Sullivan, St. John's
University, Brooklyn, N. Y.

(Ed. Note—The life adjustment booklets of secular guidance publishers must be supplemented by Catholic pamphlets. Since the International Catholic Truth Society is a central source for all Catholic publishers, we asked the manager of its book department to compile this list for your convenience.)

VOCATIONS:

Best Source of Vocations—

(Gartland)

Come Follow Me—(Boynton)

Fit for the King—(Sr. Joseph)

Have I a Vocation—(Donnelly)

Have you heard... Christ's Call?

—(Poage)

My Life—What Shall I Make of

It?—(Conniff)

A Novena for Vocations—(Ross)

Pearl of Great Price—(Forrest)

Please, Lord . . . Don't Call Me!—

(Diamond)

R. N. Means Real Nurse—

Bennett)

Singled Out—(Robinson)

Shall My Daughter be a Nun?—

(Lord)

Shall I Be a Priest?—(Doyle)

The Teacher & Vocations—

(Delaunay)

The Girls Were Asking?—(Jude)

What Shall I Be?—(Cassilly)

Why a Teaching Sister?

Why a Religious Brother?—

(Forrest)

Why a Mission Sister?—(Forrest)

Why a Hospital Sister?—(Rumble)

What a Single Girl Can do for

Christ—(Faherty)

Who Can Be a Nun?—(Cassilly)

What Should We Think of the
Brother's Vocation?—(Garesche)
What Are Vocations Made of?—
(Sister Raphael)
What Makes a Woman Choose Such
a life?—(K. of C.)
Vocations Concern All Catholics—
(Carroll)
Your Vocation in the Laity—
(Hilsdale)
The Vocation of the Lay Brother
—(Doyle)

CAREERS—PERSONALITY— CHARACTER

Careers in Christianity.
Choosing Your Career!—(D'Orson-
nens)
Here's How to Learn—(Lord)
How to be a Christian in Sports—
(Scott)
Lift Up Your Lamps—(Bennett)
Personality & Mental Health—
(O'Neill)
Spinsters are Wonderful People—
(Lord)
So YOU Want to be Mature!—
(Finley)
Success Through Personality —
(Lord)
Tests of Character—(Miller)
You Can Master Your Will!—
(Pierre)
Your Split Personality—(Lord)
Your New Leisure . . . and How to
Use It—(Lord)
You're . . . SENSE-ational!—
(Wrzaszczak)
Personality for Leadership—
(Rooney)

COMPANY KEEPING—MARRIAGE —SEX—MORALS

Ask Me Another—(Lord)
Boy Meets Girl—The Christian
Way—(Gartland)
Cradle Courtships—(Miller)
Choosing a Partner for Marriage
—(O'Brien)
Catholic Marriage—How Achieve
It?—(O'Brien)

Everybody's Going Steady —
(Whal)
The Eve of Marriage—(Berger)
Falling in Love with Open Eyes—
(O'Brien)
The Girl Worth Choosing—(Lord)
Going Steady—(Lord)
Helps to Purity—(Meyer)
The How of Sex Education—
(Coakley)
Invalidly Married Catholics—Your
Attitude—(Herbst)
The Ideal Marriage—How Achieve
It?—(O'Brien)
I Was Going Steady—(Lord)
I'm Keeping Company Now!—
(Meyer)
Kissing—(Herbst)
Keeping Company?—(Ginder)
Laws of Christian Marriage —
(Felix)
Love is a Life-Time Thing—
(Finley)
Love, Sex, and the Teen-Agers—
(Lord)
Modern Youth & Chastity—(Kelly)
Right Answers to Teenage Boys'
Sex Questions—(Kelly)
The Man of Your Choice—(Lord)
M—Is for Marriage—(Lord)
Marriage: Catholic or Mixed—
(O'Brien)
Marriage a Vocation—(O'Brien)
Preparing for Marriage—(O'Brien)
The Pure of Heart—(Lord)
Purity—(Jarrett)
Preparation for Marriage & Family
Living—(Schmiedeler)
Problems of Courtship & Marriage
—(Bowden)
Plain Talks on Marriage—(Meyer)
Questions I'm Asked About Mar-
riage—(Lord)
Questions They Always Ask—
(Lord)
Questions Young People Ask Be-
fore Marriage—(Miller)
Real Secret of Successful Marriage
—(K. of C.)

The Ruling Passion—(Lord)
 Sex and the Teen-Age—(Edwards)
 Safeguards of Chastity—(Meyer)
 So You'd Like to Get Married!—
 (O'Brien)
 Steering the Boy to a Happy Mar-
 riage—(Hall)
 Steering the Girl to a Happy Mar-
 riage—(Hall)
 Stop—Look—and Listen—(Ross)
 Strategy in Courtship—(O'Brien)
 So We Abolished the Chaperone—
 (O'Brien)
 So, You're in Love!—(O'Brien)
 Speaking of Marriage—(O'Brien)
 Tips on Temptation—(Fulkerson)
 Those Terrible Temptations—
 (Herbst)
 Training in Chastity—(Kirsch)
 Training in Purity—(Mahoney)
 Why be Moral?—(Johnson)
 What is Marriage? —(Vermiersch
 Bouscaren)
 What is Love?—(Ross)
 What to Do on a Date—(Lord)
 What you Ought to Know Before
 Marriage—(Poage)
 Whom Shall I Marry?—(O'Brien)
 Why Marriages Fail—(O'Brien)
 Your Engagement Should be in
 Church—(Wrzaszczak)

GUIDANCE & GOOD MANNERS FOR CATHOLIC YOUTH

Teen Talk: #1—On Dress; #2—
 On Dates; #3—On Decency; #4—
 On Drink; #5—On Magazines; #6
 —On Marriage; #7—On Movies;
 #8—So You Think You've Grown
 Up?
 Beer & Boys—(Dunn)
 Catholic Boy Examines His Con-
 science—(Griffin)
 Catholic Girl Examines Her Con-
 science—(Griffin)
 Catholic Child Guidance—(Dough-
 erty)
 Do You Love Money?—(Miller)
 Drinking is Dangerous—(O'Brien)

Don't Hate Your Job—(Lord)
 Don't Be a Liar—(Lord)
 Don't Swear Like That?—(Lord)
 Examination of Conscience for
 Teen-Age & Up—(Flynn)
 Eight-Lane Highway to Happiness
 —(Rooney)
 High School Fraternities & Sorori-
 ties—(Mossing)
 Hard Headed Holiness—(LeBuffe)
 I'm going to High School—
 (Treacy)
 I Can Take It or Leave It Alone
 (Lord)
 Looking Ahead!—(Tracey)
 Nobody Loves a Tease!—(Lord)
 Politeness in the Pews—(Lord)
 Pardon My Manners—(Lord)
 Sex, Alcohol & Young Folks—
 (O'Brien)
 Shall I Start to Drink—Decide for
 Yourself—(Ford)
 Successful Living!—(Tracey)
 Tips to Sanctity for Youth—
 (Father Ted)
 Teen Agers Frankly Speaking—
 (Father Ted)
 Why a Catholic College?—(Bull)
 The Young Catholic Student—
 (Social Guide)
 Youth Says: These Are Good Man-
 ners—(Lord)

COMPILED BY:

INTERNATIONAL CATHOLIC
 TRUTH SOCIETY
 407 BERGEN STREET
 BROOKLYN 17, NEW YORK
 (E. C. NOLAN, Mgr. Book Dept.)

Dr. Sullivan, dean of the School of
 Education of St. John's University, will
 be our new Book Review Editor.. Au-
 thors may send works of special interest
 to Catholic personnel workers directly
 to him for reviewing.

RESEARCH REVIEW

A Study of Guidance Practices in the Catholic Secondary Schools of the United States, by Rev. James L. Hartnett, S.M., M.A.

Unpublished Master's thesis, The Catholic University of America, 1956

PURPOSE

AMONG the questions frequently asked by secondary school superintendents and principals are these: what are other Catholic schools doing about a guidance program? What services are being offered; what tests are given; and to which students are they given? Good policy dictates the necessity of a periodic inventory to ascertain the status of any trend or movement. From the results of such an inventory, plans for the future can be worked out; the mistakes of the past, corrected.

This inventory process can well be applied to education in general and to guidance in particular. Studies attempting to measure the success of the guidance programs have been made both in public and Catholic schools, but most of these investigations are limited either in geographical scope or in the phase of guidance treated by the investigator. The purpose of this study was to determine the present status of guidance in the Catholic secondary schools of the United States, and in this way to provide an answer to some of the questions proposed by superintendents and principals.

PROCEDURE

The procedure deemed best for collecting the desired guidance information was to make a survey of a random sampling of the schools. It was decided to use at least 20 per cent of all the schools and to add as many more as was necessary to include at least one school from each diocese.

Four-year high schools were the only schools selected. A questionnaire (a single sheet, two-sided, offset reproduction) was sent to 449 Catholic high schools. Replies were received from 225 schools, or 56.8 per cent of the sample. Every state in the Union, except Nevada and Delaware, was represented. Of the 124 dioceses then existing in the United States, 101 participated in the survey.

Data were requested on the following items: (1) the guidance program in general, (2) occupational guidance, (3) the use of extra-school agencies, (4) follow-up procedures, (5) the system and use of record, (6) personnel services, (7) counseling, and (8) testing. Results were tabulated in percentage form on twenty-two tables. These tables have been set up in the thesis on a twofold basis: (1) according to the size of the student population and (2) according to the type of school administration, i.e., private, parish, or diocesan control.

FINDINGS

It appears from the study that the guidance programs in the selected Catholic schools were inclined to be informal and without central organization. The classroom teacher plays a leading role in this informal type of guidance. Vocational guidance techniques were weak, except in the explanation of the various states in life (especially life in religion).

Catholic secondary schools did not use many extra-school agencies which could supplement their guidance pro-

grams. The schools secured follow-up information on college-attending alumni in particular. Nine out of ten high schools reported keeping cumulative records in the principal's office.

As a group, the schools studied did not excel in providing satisfactory personnel services, especially in remedial reading, therapy for emotional problems, and guidance for under-achievers. Testing programs in these Catholic high schools did not appear to be well-rounded.

The larger boys' schools lead in being administered by teachers trained in guidance and seemed to have more effective guidance programs than the schools in the other categories.

CONCLUSIONS

The results of this study seem to indicate that organization of the guidance facilities under teachers trained in guidance results in more favorable outcomes. If this study is representative, it would seem that Catholic high schools do not, in general, offer well-rounded guidance programs. There is a tendency in the right direction, but its further development depends on those deputed to carry out the guidance function.

(Ed. Note—Father Hartnett is currently a member of the faculty of Marist College High School, Atlanta, Georgia, and a member of the Washington Province of the Society of Mary.)

Please accept the congratulations and best wishes of the American Personnel and Guidance Association upon the entry of "The Catholic Counselor" into the ranks of publications essential for all guidance workers.

The first issue indicates that your journal will have a wide readership among Roman Catholic, as well as counselors of other faiths.

Clifford P. Froehlich
President, A.P.G.A.

NEWS NOTES

HAVE YOU HEARD?

That the NEW YORK CATHOLIC HIGH SCHOOL GUIDANCE COUNCIL is publishing its own newsletter? That its president, **Brother John Egan, F.S.C.H.** will represent the group on behalf of the Archdiocese of New York at the **Youth Incentive Conference** called by Vice President Nixon in Washington on February 4, 1957. That its vice president, **Rev. William McMahon**, spoke at **Private School Forum** on December 13, 1956 concerning vitalizing the guidance program by group methods. Father will next appear at the **N. C. E. A. National Convention** in Milwaukee during Easter Week; he is a panelist scheduled to discuss the advanced college program for secondary students. In February these Council officers and their Board, will be busily conducting Guidance meetings during the annual **Archdiocesan Teachers' Institute** planned for the Manhattan Center in N. Y. C. Two panels will be conducted on the guidance of the gifted and moral training for the service. In spring the Council will hold a one-day guidance workshop.

That among the many dioceses in the process of forming guidance councils, the Milwaukee Archdiocese has a committee drawing up a constitution. **Rev. Anthony H. Dorn** of Catholic Memorial High School, Waukesha, Wisconsin, is in charge of the project at the direction of the Superintendent, Monsignor Goebel. (The editor welcomes reports of similar undertakings.)

Requests for information on forming Catholic Guidance Councils have been received from dioceses in: Pennsylvania, Wisconsin, Massachusetts, Hawaii, and New York.

That at the December meeting of the **BROOKLYN CATHOLIC GUIDANCE COUNCIL**, testing was under discussion according to the host for the affair, **Rev. Urban Rupp, S.M.** However, the counselors seemed more interested in questioning an admissions officer on his procedures; so **Brother Brendan Joseph, F.S.C.** of Manhattan College obliged. Another member of that Council, **Brother Felician, O.S.F.** of St. Francis Prep, will "chair" the **Guidance Roundtable** sponsored by the Brooklyn diocesan school office next April.

That **Dr. William Cottle** of the University of Kansas (Lawrence), and a graduate student of his, **Rev. Edwin P. Watson, O.S.B.**, have received a research grant from the university to conduct a "Survey of Professional Preparation and Practices of Catholics in the Field of Guidance and Counseling Psychology." Their purpose is to find out what Catholic high schools and colleges have a formal guidance program; what training the persons have who conduct the program; what activities are carried on in the program; does all this differ on the part of Catholics for professional growth in the field of guidance and psychology? Congratulations for undertaking a big, and greatly needed project! If you did not receive this questionnaire, won't you clip out the one inserted in this issue on page 10.

That **Sister Mary Estelle, S.S.N.D.**, during October conducted general sessions for all high school teachers at the Teachers' Institute of the Diocese of Nashville in both Memphis and Nashville, Tennessee. In November, she met with the Counseling Committee and Faculty of St. Mary Nursing School, Madison, Wisconsin, to discuss guidance procedures for student nurses, while in January,

Sister directed a regional meeting of **S.S.N.D.'s** on Tools and Techniques of Guidance in high school.

At the December meeting of the **CATHOLIC COLLEGE COUNSELORS**, **Rev. Augustine Grady, S.J.**, presented an interesting paper on "Non-Directive Counseling in Catholic Colleges." **Mr. Louis LaRosa** of St. John's University, Jamaica, N. Y., was host for the event.

CHECK YOUR CALENDAR!

IN APRIL: the A.P.G.A. CONVENTION in Detroit during the first part of Holy Week. The meeting of Catholics in this group, to be held on Palm Sunday at the University of Detroit, is described elsewhere in this issue. **Brother Philip Harris, O.S.F.**, will be on a panel of the "N.V.G.A. Military Interest Section" during this same convention, while **Sister Mary Leila, R.S.M.**, will be on another symposium of the N.V.G.A.

On April 25, 1957, the **OFFICE OF PSYCHOLOGICAL SERVICES** at **FORDHAM UNIVERSITY** will hold an "Institute on Mental Health in College." Its Director, **Dr. Alexander Schneiders**, reports that it will consist of four formal papers and panel discussions. The problem of mental health for collegians will be discussed by **Dr. Fabian Rouke** of Manhattan College, while a panel on pre-medical screening of mental health problems will include **Dr. Martin Byrne** of Seton Hall University, **Mr. Joseph Potter**, of Fordham University, and **Dr. Walter Coville** of St. Vincent's Hospital (N. Y. C.) Others on the program at this time are: **Dr. Darcy Barrett** of Hunter College, **Dr. Robert Campbell**, practicing psychiatrist, **Mr. Paul Centi** of Fordham University, and **Brother John Egan** of Iona College.

(Continued on page 23)

Profiles of Catholics In Guidance

Vincent M. Murphy, Canisius College, Buffalo, N. Y.



Dr. Hunter addresses St. Francis College (B'klyn.) students on "Preparing for the World of Occupations"

IF A REMEDY be needed for the oversimplification entailed in viewing a counselor's role merely as one half a counselor-client relationship, the antidote suggests itself in the consideration of the varied roles demanded of *Dr. Genevieve Hunter*, Director of New York's Archdiocesan Vocational Service.

A professional career requires the prior role of a student. Doctor Hunter met this demand at the College of Mount Saint Vincent, Columbia University and St. John's University. School affiliations did not end there, however. She has been a lecturer at both Hunter College and Seton Hall University and

is, in addition, guidance consultant to the School of Nursing at New York's St. Clare's Hospital.

On the face of it, directorship of a multi-functional agency such as A.V.S. is a demanding role in itself. She has been responsible for the professional development of a staff which having served A.V.S., has gone on to responsible positions in a variety of guidance organizations. A description of the Archdiocesan Vocational Service helps one understand the calibre of the woman who directs it. The agency provides both placement and counseling services for a case load which varies from youngsters at the start of high school, to persons of advancing years. It has provided services for charitable organizations, high schools, the Veterans Administration, and industry.

In reality, however, the job goes beyond carrying one's own case load, supervising the work of others and enunciating agency policy. The Director's work extends beyond the agency to the community as a whole. Accordingly, Dr. Hunter is a member of the Functional Planning Board of the Community Council of Greater New York and she maintains liaison with her colleagues in professional organization. She is a member of both the American Psychological Association and the

American Personnel and Guidance Association. Still other professional responsibilities are met as a member of the Board of Directors of the American Catholic Psychological Association and as a trustee of the New York Personnel and Guidance Association.

Somehow in addition to these myriad duties, Dr. Hunter finds time to publish in professional journals, lecture to community groups and meet personal family responsibilities. Even a cursory glance at Dr. Hunter's busy life reveals the difficulty entailed in preparing a job description for any counselor who would conscientiously meet but a fraction of his responsibilities. Her experience, responsibility, devotedness and practicality set Dr. Hunter apart as an individual to be emulated by the Catholic Counselor.

EVALUATION and ADJUSTMENT SERIES

a basic high school testing program — accurate, efficient, economical, including

SCIENCE TESTS

MATHEMATICS TESTS

SOCIAL STUDIES TESTS

LANGUAGE ARTS TESTS

World Book Company

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago 16

Winter, 1957

News Notes continued

IN JUNE, THE CATHOLIC UNIVERSITY OF AMERICA, Washington, D. C., will sponsor a "Workshop on College Counseling and Testing," June 14-25th. Rev. Aubrey Zellner, O.S.B., Dr. Martin Byrne, and Rev. Albert Grau, S.J., will be co-directors of the seminar on the problems of organizing and administering the counseling program. Sister Margaret Louise Shea, Sister Maurice McNamara, and Rev. Michael J. O'Brien, C.S.V., are co-directors of the seminar on problems in counseling techniques and practices. Special workshop lectures on counseling will feature Rev. John W. Stafford, Rev. James A. Moynihan, S.J., Dr. Robert Waldrop, Mr. Clement Gressock; Dr. Roy Deferrari will speak on administration for counselors; talks on interviewing will include Dr. James P. O'Connor and those on testing, Miss Anna Dragositz and Dr. Harold Seashore. Other participants to date are Dr. Robert L. Snodgrass and Dr. Alexander A. Schneiders.

IN JULY, THE THIRD ANNUAL GUIDANCE INSTITUTE OF FORDHAM UNIVERSITY will be held July 8-19th in New York City. Dr. James J. Cribbin, its Director, announced the theme, "Testing and Counseling in Schools." Nationally prominent lecturers will address those attending this popular Institute. Details to be given in the next issue.

IF YOUR ACTIVITIES OR THE GUIDANCE PROJECTS OF YOUR INSTITUTION DO NOT APPEAR HERE, BLAME NO ONE BUT YOURSELF. JUST SEND THE MATERIAL TO OUR NEW EDITOR OF NEWS NOTES, Mr. Philip Cristantiello, St. Peter's College, Jersey City 6, N. J.

Tips & Techniques

Sister Mary Estelle, S.S.N.D.
Mount Mary College,
Milwaukee, Wisconsin

To be a feature editor of a column "Tips and Techniques" is very dangerous. Why? Because 1) the material presented must be generic in nature and therefore the hint or method of procedure suggested will not fit every circumstance; 2) Method essential to expertness of execution for one high school or college would not of necessity be essential for another; 3) There is no blue print for Guidance Procedures. **WHY THEN THE COLUMN?**

Because the exchange of ideas as to details of procedure both in group guidance and in counseling will profit many of our readers and will prompt them to submit ideas that have had practical values in their respective situations. It would also serve as an inquiry column for the readers of "The Catholic Counselor." So please, send me your suggestions or questions; let me know what areas of guidance you would like discussed.

FIRST TIP—Let us take our first tip from Our Holy Father's Address in November, 1955 to 10,000 Italian School Teachers. Substitute the word teacher-counselor for "schoolmaster," and psychological helps in guidance and counseling for "pedagogy."

"The schoolmaster is a person who knows how to create a close relationship between his own soul and the soul of a child (student). It is he who personally devotes himself to guiding the inexperienced pupil towards truth and virtue. It is he, in a word, who molds the pupil's intellect and will so as to fashion as best he can a being of human and Christian perfection. You must know

a child by observing him and you will achieve this if you observe him directly and make diligent use of the help pedagogy offers you."

BEFORE ORGANIZING—If you are contemplating an organized Guidance Program for your school, it is well to take an inventory of the services already existing in the school and co-ordinate them. Then study the needs of individuals in the particular community and build your services around these needs, which may mean discontinuing some services and adding others. It is well to utilize the present school structure and initiate those services most beneficial to the majority of youth in the school—the needs of students not our desires must be satisfied.

The word "needs" used in the above paragraph includes both the basic psychological needs of all young people and the specific needs that are an outgrowth of their high school or college environment, as educational-scholastic, vocational, financial, personal-social, personal-emotional, religious-moral.

Sister Mary Estelle, Personnel officer at Mount Mary, is one of the outstanding Catholics in the professional guidance associations. She has 19 years of counseling experience in both high school and college.



BELLMAN Publishing Co.

Dept. CC, Box 172
Cambridge 38, Mass.

**SCHOLARSHIPS FELLOWSHIPS AND
LOANS**

HOW TO CHOOSE THAT COLLEGE

**Vocational & Professional Monographs
Scholarships, Fellowships and Loans
NEWS SERVICE**

Write for Your FREE Catalog

a
n
e

e
-
s
-
l
y
-
r
h
-
ll
-
t
h
s

e
e
g
e
l
-
l,
l,

[]
[]

r